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ABSTRACT

This collection of informational materials includes brief essays on library services due California children and youth, ways to help children develop thinking skills, and thrusts of parent involvement. Also included are a bibliography of books for use in helping children develop thinking skills, and a listing of resources available from the State Department of Education Resources Center and what the center would like to receive from library/media directors.
(SW)

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LIBRARY SERVICES DUE CALIFORNIA
CHILDREN AND YOUTH

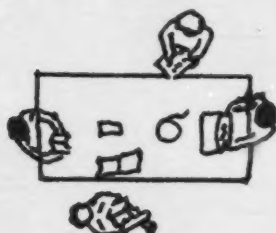
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LIBRARY SERVICES DUE CALIFORNIA
CHILDREN AND YOUTH

Parents, school personnel, and others want the best possible learning opportunities for children. Basic to this is having books, magazines, films, and other media available to each child in his or her areas of interest and required competency fields. If a child wants to explore information available on a particular subject he or she should have a library with materials on that subject accessible in the school. And to free the child's creativity and thought processes, he or she needs a place to explore fantasy and fiction.

Furthermore, if a child has been diagnosed as educationally disadvantaged, that child needs the library resources as a basis for (1) receiving the special instruction needed; and (2) finding materials which will stimulate his or her interest in expanding basic skills. For instance, if the child needs help in reading skills and has an interest in frogs, the child should be able to read a book about frogs and see a short film on a frog's life. Then the child will want to develop the reading skills to learn more about frogs. To help identify the interest in frogs and establish a selection, cataloging, and shelving system so that the book and film can be found, a credentialed librarian (or library-media director) is best qualified.

In short each youth should have a library of learning materials with a professional librarian available in the school. This should happen for the best instructional program. If it does not, then citing some laws and regulations may be necessary.

The California Education Code, sections 18100 and 18103 require each school district to provide library service to all pupils and teachers during the school day. And Section 44868 prohibits anyone from being employed as a librarian "in any elementary or secondary school unless he holds a valid credential of proper grade authorizing service as a librarian . . ." Pertinent Education Code and Administrative Code sections follow.

Education Code Sections: 33314.

The State Board of Education may, upon recommendation of the Director of Education, establish in the Department of Education a school library consultant service to assist and advise local school districts in the establishment, development, and improvement of school libraries in the elementary and secondary schools of the state.

CHAPTER 2. SCHOOL LIBRARIES

Article 1. Establishment and Maintenance

School Library Services Required

18100. The governing board of each school district or community college district shall provide school library services for the pupils and teachers of the district by establishing and maintaining school libraries or by contractual arrangements with another public agency.

Standards

18101. The State Board of Education shall adopt standards, rules and regulations for school library services.

The Board of Governors of the California Community Colleges shall adopt standards, rules, and regulations for school library services for community colleges.

Education Code sections continued:

Establishment and Maintenance

18102. Libraries may be established and maintained under the control of the governing board of any school district or community college district.

Libraries Open to Teachers and Pupils

18103. The libraries shall be open to the use of the teachers and the pupils of the school district or community college district during the schoolday. In addition, the libraries may be open at such other hours, including evenings and Saturdays, as the governing board may determine. Libraries open to serve students during evening and Saturday hours shall be under the supervision of certificated personnel. Certificated personnel employed to perform full-time services in an elementary, junior high, or high school during the regular schoolday, may supervise, but shall not without their consent be required to supervise, a school library on evenings or Saturdays. If such a person agrees to supervise the school library during Saturday or evening hours, he shall be compensated in the amounts determined by the governing board of the district as indicated on the salary schedule.

Article 2. Books

Adoption of Book Lists and Other Library Materials

18110. County boards of education may adopt lists of books and other library materials for districts not employing a superintendent of schools or a librarian for full time. The lists may be distributed to all school districts or community college districts in a county for use in the selection of books and other library materials.

Exclusion of Books by Governing Board

18111. The governing board of any school district or community college district may exclude from schools and school libraries all books, publications, or papers of a sectarian, partisan, or denominational character.

Article 3. Management

Appointment and Qualification of District Librarian

18120. The governing board of a school district or community college district maintaining its own library or libraries may appoint a librarian or librarians to staff such libraries provided they qualify as librarians pursuant to Section 44868 or 87435.

Rules and Regulations

18121. The governing board of a school district or community college district is accountable for the proper care and preservation of the school libraries of the district, and may make all necessary rules and regulations not provided for by the State Board of Education, or the Superintendent of Public Instruction, or the board of governors and not inconsistent therewith.

Annual Report by Governing Board to Department of Education

18122. The governing board of a school district shall, on or before August 31st, in each year, report to the State Department of Education or the board of governors as appropriate, on the condition of school libraries, for the year ending June 30th preceding. The report shall, in addition to other matters deemed expedient by the governing board or the librarians, contain such statistical and other information as is deemed desirable by the State Department of Education or the board of governors. For this purpose the State Department of Education or the board of governors may send to the several districts under their supervision, instructions or question blanks so as to obtain the material for a comparative study of library conditions in the state.

State Board of Education Regulations in Calif. Administrative Code:

TITLE 5

(Register 77, No. 39—9-24-77)

GOVERNING BOARDS

428.157

CHAPTER 3. SCHOOL LIBRARIES

Article 1. School Library Services

Section	
16040.	Definitions
16041.	Content of School Libraries
16042.	Services for Pupils and Teachers
16043.	Duties of Library Personnel

16040. Definitions. (a) "School library services" include, but are not limited to, the provision, organization, and utilization of materials and related activities supportive of the educational requirements prescribed by law and by the school districts.

(b) "A School Library Program" may be identified by each school district by any title which is descriptive of its function.

NOTE: Authority cited for Chapter 3, Section 18101, Education Code.

History: 1. New Chapter 3 (§§ 16040-16043) filed 3-24-72; effective thirtieth day thereafter (Register 72, No. 13).

2. Amendment of NOTE filed 9-23-77; effective thirtieth day thereafter (Register 77, No. 39).

16041. Content of School Libraries. Each school district may provide in its libraries books, reference books, periodicals, photographs, pictorial or graphic works, maps, charts, globes, sound recordings, films, filmstrips, kinescopes, video tapes, or other printed or audio visual materials approved for use in the schools by the governing board pursuant to Article 1 (commencing with Section 18100) of Chapter 2 of Part 11 of the Education Code.

History: 1. Amendment filed 9-23-77; effective thirtieth day thereafter (Register 77, No. 39).

16042. Services for Pupils and Teachers. Opportunity is to be afforded pupils to borrow school library materials at no charge for use in the district's libraries, classrooms and out-of-school. A school district shall make no charge for the late return of library materials unless authorized to do so by the governing board of such district. Pupils and teachers are assisted in the selection and use of school library materials.

16043. Duties of Library Personnel. Persons employed by a school district as school librarians, assisted by other certificated personnel where deemed necessary, are responsible to perform the duties assigned by the school district governing board, including, but not limited to, supplementing classroom instruction, helping and instructing pupils in the choice and use of library materials, planning and coordinating school library programs with the instructional programs of a school district, selecting materials for school libraries, and conducting a planned course of instruction for those pupils who assist in the operation of school libraries, subject to such policies, rules and regulations as may be established by the governing board for the operation and utilization of school libraries. Classified personnel assigned school library duties are to be under the supervision of certificated personnel; instructional aides assigned to school libraries are subject to the provisions of Education Code Sections 45340 through 45349; pupils are under the supervision of certificated personnel.

History: 1. Amendment filed 9-23-77; effective thirtieth day thereafter (Register 77, No. 39).

WAYS TO HELP CHILDREN DEVELOP THINKING SKILLS

by John G. Church, Administrator
Resources Center

Review of the achievements of children indicates that although they may understand basic skills such as letter and word identification or multiplication and division, they may have trouble with such thinking skills as analysis, interpretation, and application. They have trouble in making an interpretation of a paragraph even though they might be able to identify every word in that paragraph. They may have difficulty in solving a story problem or in using the concepts that they've learned in mathematics to work out a solution to a real problem that they may face. Parents, teachers, and others who are interested in advancing the learning opportunities of children find that helping them to develop thinking skills is a productive use of time.

This paper summarizes some of the many approaches to developing thinking skills. The reader would gain more if he or she assumed that there was a child who is to be helped in developing thinking skills so that as each topic comes up the person could think of how this would be used with that particular child.

Establish Rapport. Before starting to approach the following thinking skills, it is important for the child to be comfortable and to feel that you have his or her best interest at heart. Doing something mutually pleasurable could establish rapport. For instance, having an enjoyable meal together can help. Telling a funny story might work. Sometimes a discussion on the way to a game or a walk in a park might provide the setting.

Play with an Idea. Pleasant associations with thinking are important for long-range independent thinking on the part of a child. Taking different alternative approaches to looking at a concept, allowing the freedom to consider a wide range of different perspectives on the thought, or looking at it from different sides can help to show that an intellectual endeavor can be fun and can involve a wide range of dimensions. In developing a concept such as fractions, cutting and eating a real pie gives a pleasant association and can become a game that would lead to the understanding of the fractional portions.

Engage in an Activity. Thinking is an active, not a passive process. It involves a person doing something. Abstract thoughts, of course, can occur without a great deal of overt activity, but individuals beginning to develop thinking skills can best do so by some type of overt activity. Then as they advance in their skills, they can work toward the mental activities that lead to a person reaching a high level of abstract thought. One approach is to play a game. A person can develop spelling skills in several ways: become involved in a spelling bee; play a board game spelling words with letters on small squares; or write letters to friends

with a capable person checking spelling to make sure that the words are spelled so that they will clearly communicate to each friend. In each subject matter field it will be helpful to engage in some type of activity or a game. For example, if the child is studying the American Revolution, you might play a game in which the child is trying to convince you as one of the Colonists to take part in the Revolution. The child can try to help you understand the advantages to you if there is an independent government for the society. By actively thinking about ways to convince you, the child is engaging in deductive reasoning.

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Encourage Interchange in Regard to the Idea. An adult can contribute to a child developing thinking independently by discussing school studies, a news item, or something that might have been read in a magazine or viewed on a television program. It is important that the child realizes that he or she can contribute ideas--that not only adults can express ideas. A child needs to know that you recognize his or her contributions and that they are significant and worthwhile. When working with the child to develop thinking skills, watch to make certain that that child has an opportunity to talk at least half the time. Interchange can be increased by your repeating in different words a concept the child has stated so that he or she ascertains that you have understood the idea and that you have valued it enough to state it again.

Praise Refining. Children often sell themselves short by submitting only the first or second draft of a paper for school. If they would follow the example of famous writers, they would rewrite those papers. In each rewriting it is possible to see different and more effective ways to express ideas. Rewriting may require some strong encouragement at first, but as recognition of the successful expression of ideas increases, children will be able to establish this habit. Refinement will help a person to make a contribution for instance in preparing a report on an important topic. One way to encourage a child to refine speaking or writing is to reward him or her for each expression of an idea in greater detail or for working it over, and working it over, and working it over again.

Give the Opportunity to Make Choices. Many children do not have enough opportunities to make choices in order to expand their thinking skills. Real thought involves being able to make choices between alternatives--using judgement to decide which would be the best for his or her particular situation. Providing opportunities to make choices will help the individual to see that he or she is worthy of helping to decide his or her fate. One way that this could be done with a young child is to give the child a choice of which book or other material that the child would prefer to have for story time at night. Having made the choice, the individual will learn to take responsibility for the outcome. As the youth becomes older, within the constraints that are required by funds or safety, additional choices in a wider range of areas can be made. For instance, if the child starts to drive the family automobile, the parent might decide that the child can have the choice of selecting one of the three nights when the automobile is not to be used. In considering alternative approaches to carrying out an expression of artistic feelings, having some choices and being able to develop skills regarding different approaches will help to develop the artistic skills as well as thinking processes.

Applying the Scientific Process. Many of the advancements which help to make our lives easier have resulted from applications of the scientific method. This process can be used for not only scientific experiments but also for dealing with different kinds of social and human problems. Tips which can be used to carry out the scientific approach are listed in the steps below and provide a process by which the child can develop a systematic approach to thinking:

1. Experience. A start of the process is to develop observation skills to look at a situation. For instance, children around the fifth or sixth grade sometimes organize clubs. Help them to observe the kinds of persons who attend, who comes regularly, who is only there occasionally, and attendance patterns of different individuals.
2. Problem. On the basis of observation and analysis of the situations, it is possible to identify a problem. There is a discrepancy between what is desired and what is actually occurring. For instance, it may be a desire to have all of the members of the club attending meetings, but a problem arises when it is found that only a third of the persons are attending. The problem can be refined by obtaining data to verify that there is indeed a problem; for instance, attendance over several meetings might be checked to make certain that attendance is below average.
3. Hypothesis. With recognition of the problem, some guesses can be made as to what would be the most effective way to solve the problem. A hypothesis can be developed, for instance, that a change of meeting time might result in more people attending.
4. Plan. Develop approaches to test the hypothesis. In this case, a different meeting time could be determined by talking to group members. In the planning you might also decide that it is important to set the number of persons that would be in attendance at the different time to decide if the approach was successful. In developing thinking skills, of course, the child would be thinking through these different approaches; the specific examples are only provided to show a concrete example that might be used to convey the concepts of the scientific method.
5. Test. At this point you would ask the child to consider testing out the hypothesis to see if it really works. To continue the example, the number of persons in attendance at the new meeting time would be counted.
6. Evaluate. The data would be evaluated. Analysis would determine if using the approach of the hypothesis--namely changing the time of the meetings--had increased attendance. If the attendance had increased to the desired number, the members would be satisfied. If for some reason there was still a number of persons who were not attending the meetings, you then would turn to a different hypothesis and try this one out. In going through the process of considering different hypotheses, the different approaches that have been suggested in the other parts of this article can be helpful, particularly the one involving playing with an idea so that some creative approaches to solving the problem can be determined. In connection with the problem that has been discussed, it might be hypothesized that providing some food at the meetings would stimulate attendance.

Work for Continuity by Means of a Framework. The child needs to be encouraged to see ways in which one set of concepts and experiences relate to another. The mark of a truly thinking person is one who is able to have an experience in one field and see ways by which knowledge gained in that experience can be applied to successfully dealing with a situation in another field. Continuity can be helped by having records. For instance, a folder of samples of papers completed in school kept year by year can help to use a basis for seeing what was done in one year and then deciding how those experiences might help in another year. If during one year the focus in a child's school program was placed on having field trips and engaging in a wide range of overt activities, and the next year the child might be in a class with a teacher who focuses on writing experiences and desk work, the child could be assisted to see the relationship between these two different kinds of experiences with perhaps a question saying, "As you are thinking about content for one of your themes, is there something that you did last year in a field trip or one of your other experiences that might be of interest to you to write about?" After stimulating a child's thinking by asking such questions, often the child will begin to ask similar questions. A framework can help to develop continuity and also to provide places to include ideas. The vertical side of a grid can represent one type of concept and the horizontal grid the other. For instance, to provide a historical perspective through a framework, it would be possible to list in the left-hand grid such topics as agriculture, politics, economics, education, entertainment. In the horizontal grid, the numbers of the different centuries could be recorded. Then as a child learns ideas in relation to economics in the 18th Century, those could be included in the appropriate portion of the grid. At any time some new idea was learned, perhaps in some different part of the child's experiences, he would have a framework on which to add those new ideas. Or the inquisitive child might find by an empty square in the grid that experiences and readings have not been opened to him or her in an area such as politics in the 17th Century, so an exploration by the child might yield data and information to contribute to thinking about that area.

Increase the Amount of Time for Thought. In each specific area where thinking is occurring, it is important to provide enough time for the various dimensions of thought to occur. Allowing time without pressure can help to lend depth to thought. Studies have shown that just allowing children a few seconds more for providing a response when a question is directed to them, will lead to a much larger number of appropriate answers. Time for thinking can also be increased by taking advantage of, for instance, travel time. During a long commuting trip or a trip from one city to another, focus on a particular topic and thinking about it can yield dividends in the richness of thought.

The ideas presented in this paper are merely a primer for helping children to think. Many other approaches exist. With the beginning provided here, the reader can start to look for additional approaches and add them to the store of ideas for helping children think. These modes can be learned best by activities which lead to applying such concepts.

RANDOM SELECTION OF BOOKS FOR USE IN HELPING
TO DEVELOP THINKING SKILLS IN CHILDREN

- Aardema, Verna. Who's in Rabbit's House? A Masai tale retold by Verna Aardema; pictures by Leo and Diane Dillon. New York: Dial Press, c1977. 32 p.
- Ames, Mildred. What Are Friends For? New York: Scribner, c1978. 145 p.
- Babbitt, Natalie. Tuck Everlasting. New York: Farrar, Straus, Giroux, c1975. 139 p.
- Bryan, Ashley. The Ox of the Wonderful Horns, and Other African Folktales. Retold and illustrated by Ashley Bryan. New York: Atheneum. c1971. 42 p.
- Bulla, Clyde Robert. Johnny Hong of Chinatown. c1952.
- Bulla, Clyde Robert. The Secret Valley. Illustrated by Grace Paull. New York: T. Y. Crowell Co. c1949. 100 p.
- Coatsworth, Elizabeth J. Pure Magic. New York: Macmillan. c1973.
- Dunsheatn, Percy. Giants of Electricity. New York: Crowell. c1967. 200 p.
- Fuchs, Erich. Looking at Maps. Editorial direction: Barbara Fenton. New York: Abelard-Schuman, c1976. 29 p.
- Grohskopf, Bernice. Notes on the Hauter Experiment; A Journey Through the Inner World of Evelyn B. Chestnut. New York: Atheneum. c1975.
- Hamilton, Virginia. The Planet of Junior Brown. Dell Publishing.
- Ho, Minfong. Sing to the Dawn. Illustrated by Kwongjan Ho. New York: Lothrop, Lee & Shepard. c1975.
- Hubb, Loretta Burke, compiler. Que Sera? What Can It Be? Traditional Spanish riddles collected and arranged, with English translations. Illustrated by Mircea Vasiliu. New York: John Day Co. c1970. 63 p.
- Jordan, June. New Life New Room. Illustrated by Ray Cruz. New York: Crowell. c1975. 52 p.
- Ka'nay. Chucaro, Wild Pony of the Pampa. Harcourt, Brace. c1958.
- Kester, Ellen Skinner. The Climbing Rope.
- Lawson, Robert. Mr. Revere and I: Being an Account of Certain Episodes in the Career of Paul Revere, Esq., as Recently Revealed by His Horse, Scheherazade, Late Pride of His Royal Majesty's 14th Regiment of Foot. Set down and embellished with numerous drawings by Robert Lawson. Boston: Little, Brown. c1953. 152 p.

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Random Selection of Books
for Use in Helping to Develop
Thinking Skills in Children

Levoy, Myron. Alan and Naomi. New York: Harper & Row. c1977. 192 p.

O'Dell, Scott. Sing Down the Moon. Boston: Houghton, Mifflin. c1970.
137 p.

Paterson, Katherine. Bridge to Terabithia. Illustrated by Donna Diamond.
New York: Crowell. c1977.

Seuss, Dr. Oh, The Things You Can Think! Beginner Books, A Division
of Random House, Inc.

Sterling, Dorothy. Freedom Train; The Story of Harriet Tubman. Illustrated
by Ernest Crichlow. Garden City, New York: Doubleday. c1954. 191 p.

Tallon, Robert. ABC . . . in English and Spanish. New York: Lion Press.
c1969.

REWARD



December 7, 1979

WHAT THE STATE DEPARTMENT OF EDUCATION RESOURCES CENTER has to offer library/media directors:

1. Information and materials on
 - a. Consolidated programs (Title I, School Improvement, etc.) forms and booklets.
 - b. Migrant Education
 - c. Key topics like multicultural education.
 - d. Handouts for parents and council members.
2. Referral information to help reach
 - a. various specialists in the Department of Education.
 - b. specialized collections in the state, other states, federal and national organizations.
 - c. Department of Education publications for sale.
 - d. Scholarly and professional organizations like Phi Delta Kappa.
3. Consultation on
 - a. Advocacy for library/media programs.
 - b. Developing professional skills.
 - c. Organizing specialized collections and centers.
4. Workshops or presentations on
 - a. Pupil minimum competencies in library/media programs.
 - b. Advancing persons through media.
 - c. Evaluation of centers.

WANTED

WHAT THE RESOURCES CENTER NEEDS FROM LIBRARY/MEDIA DIRECTORS:

1. Case studies of successes of local library/media programs and advocacy.
2. Publications and materials that would be useful in improving how students learn, the learning environment, excess cost services for disadvantaged students, bilingual education, staff development, parent participation, health and guidance services, services by district offices, councils, and planning and evaluating school programs.
3. Ideas for more support for library/media centers and the names and addresses of persons who would support them from the grassroots and state level; and the addresses of library/media educators who would be willing to work on this.

Contact John Church, Administrator, Resources Center, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. (916) 322-0494.

THRUSTS OF PARENT INVOLVEMENT

by

John G. Church, Administrator
Resources Center

Note: Some opinions are expressed to establish a basis for directions during 1980. If you disagree or would like to add some additional information to a new edition of this article, write the author at the California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

How have parents been involved during the last decade in California? This article reviews some of the events of that period and recommends some actions needed for the 1980s.

Childhood. Citizens of the United States have had such an interest in education that they have established public schools. Extensive parent involvement began in California with the first compensatory education legislation which led eventually to ESEA, Title I legislation which called for parent involvement in an advisory capacity. With early childhood education legislation the degree of parent involvement and influence on the program was strengthened. The childhood of parent involvement might be considered the period around the early 1970s, when there was a focus on knowing regulations and making certain that any persons that opposed implementing the regulations of the program were called to task and something was done about it.

Young Adulthood. Then in the late 1970s, parents were more concerned with results. They wanted to see real achievement on the part of pupil's participating in the ESEA, Title I Program. They insisted that there be gains for their children on tests of reading and mathematics. To a degree, many were satisfied as gains were obtained in year-to-year comparisons, but there was also some disappointment as people began to realize that by the nature of the program aimed at assisting educationally disadvantaged children, and by the characteristics of standardized tests which depend upon 50 percent of all children taking the test being below average, they were saying that major strides, at least in statewide averages, could not be seen.

Adulthood. As we enter the decade of the 1980s, we can ask what kind of a program would yield a desired implementation of compensatory education objectives by June, 1981, and each subsequent year. We can take an active part in planning, implementation, and evaluation for the benefit of California children.

Planning. With the experiences we have had it appears that we are now ready to be truly mature and speak adult-to-adult with each of the parties involved in seeing that a program is planned that really meets

the needs of children. Parent-to-teacher, parent-to-administrator, and teacher-to-administrator conversations expressing real interests and concerns are important. Each person, including the resource teacher, the support staff, instructional aides, and, indeed, all of the school staff members and persons in the community, even though they might not have children, needs to talk about the objectives for meeting the identified needs of target children. By this point we've reached a realization that we need to express our ideas and work them out, but that we need not completely depend upon paper as the only basis for our planning. Indeed there needs to be a record that there has been a plan, but eye-to-eye engagements among the persons involved along with expressions of intent that are remembered on the basis of true concerns and significant discussions can be the real basis for much of the planning.

Implementation. As the programs are planned to meet the needs of target children, as resources are allocated to meet those specific needs, as adults are involved in being concerned with the programs--we now realize that we must take into consideration all the children in the school and what is happening to them. The base program for all children whether they are nonparticipants or participants is most important. All children deserve to have a library media program in a school. They all deserve to have the basic instructional program materials for studying in the various subjects of the program. All children deserve to have a well-rounded education with opportunities to explore in various subject fields. Above and beyond these opportunities children with special needs such as those under ESEA, Title I, need to have something that is clearly a special service for them to help to overcome their educational disadvantage.

Evaluation. After many years of reviewing evaluation reports of various types as adults involved with concern for compensatory education programs for the education of each child, we are beginning to realize that we certainly need to have the standardized tests as one measure of what has been happening. But we are also realizing that we need to pay stronger attention to those evaluation reports that are prepared as part of the school and the district evaluations. In spite of what statewide patterns may be appearing, the important thing is to look at what levels we have reached because of the special efforts that we have devoted to compensatory education. We now know that beginning at the very time that we develop school plans and district applications, we need to consider what the bench marks are that we're going to use to evaluate the success of the program. Members of councils and other parents can be involved in providing observation data which help to understand what has happened in the program. Students and teachers can help in writing up case studies of successes of the program so that when someone wants to know what has happened with the program, they will not only have statistical data but some data which presents what really happened in the program so far as the understanding and the interpretations of individuals deeply involved in the program.

With a fresh approach to planning, implementation, and evaluation, and a faith that compensatory education programs will be able to make even greater accomplishments, the coming decade appears to offer the best of opportunities yet for our children.